

## MANNING JUNIOR HIGH

1101 W.L. Hamilton Rd.  
Manning, South Carolina 29102

**GRADES** 7-8 Middle School

**ENROLLMENT** 574 Students

**PRINCIPAL** J. Preston Threatt 803-435-8195

**SUPERINTENDENT** John E. Tindal 803-435-4435

**BOARD CHAIR** Ethel W. Sweat 803-435-4435

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	4	26	1

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No

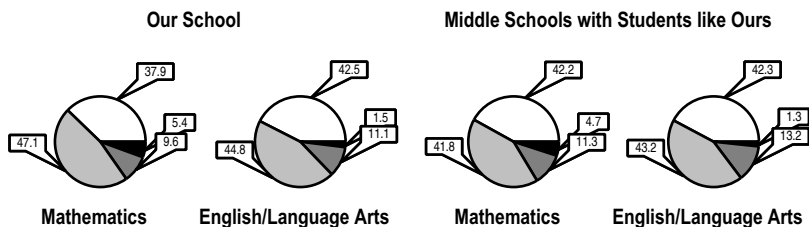
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	530	99.3	42.2	45.1	11.2	1.5	20.2	Yes	Yes
<b>Gender</b>									
Male	259	99.2	52.6	40.2	7.2	0.0	12.7		
Female	271	99.3	32.5	49.6	14.9	3.0	27.2		
<b>Racial/Ethnic Group</b>									
White	153	100.0	30.2	47.0	19.5	3.4	32.9	Yes	Yes
African-American	369	98.9	47.7	44.1	7.7	0.6	14.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	448	99.3	37.1	47.8	13.2	1.8	23.5		
Disabled	82	98.8	70.0	30.0	0.0	0.0	2.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	530	99.3	42.2	45.1	11.2	1.5	20.2		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	529	99.2	42.2	45.1	11.2	1.5	20.2		
<b>Socio-Economic Status</b>									
Subsidized meals	406	99.0	45.8	45.6	7.8	0.8	15.9	Yes	Yes
Full-pay meals	124	100.0	30.6	43.5	21.8	4.0	33.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	530	99.4	37.7	47.3	9.6	5.4	27.1	Yes	Yes
<b>Gender</b>									
Male	259	99.2	43.0	45.4	8.0	3.6	22.7		
Female	271	99.6	32.7	49.1	11.2	7.1	31.2		
<b>Racial/Ethnic Group</b>									
White	153	99.4	24.3	49.3	15.5	10.8	41.2	Yes	Yes
African American	369	99.5	43.8	46.0	7.4	2.7	21.1	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	448	99.3	32.1	50.6	11.2	6.2	31.2		
Disabled	82	100.0	67.9	29.6	1.2	1.2	4.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	530	99.4	37.7	47.3	9.6	5.4	27.1		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	529	99.4	37.7	47.3	9.6	5.4	27.1		
<b>Socio-Economic Status</b>									
Subsidized meals	406	99.5	41.6	46.1	9.1	3.3	24.4	Yes	Yes
Full-pay meals	124	99.2	25.2	51.2	11.4	12.2	35.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	270	98.1	39.0	50.6	10.0	0.4	10.4
	Grade 8	282	98.9	48.7	42.6	8.4	0.4	8.7
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	280	98.9	46.6	39.4	12.3	1.8	14.1
	Grade 8	250	99.6	38.6	50.6	9.6	1.2	10.8

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	270	100.0	41.1	40.3	11.9	6.7	18.6
	Grade 8	282	100.0	40.2	51.5	6.8	1.5	8.3
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	280	99.3	34.9	48.9	10.1	6.1	16.2
	Grade 8	250	99.6	41.0	45.8	8.8	4.4	13.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 574)				
Students enrolled in high school credit courses (grades 7 & 8)	3.8%	Down from 6.0%	8.3%	14.6%
Retention rate	12.0%	Up from 3.0%	4.6%	3.0%
Attendance rate	99.5%	Up from 94.1%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%		7.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%		7.9%	5.3%
Eligible for gifted and talented	9.5%	Down from 9.8%	10.0%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.9%	Down from 15.5%	14.9%	13.9%
Older than usual for grade	8.7%	Up from 6.2%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.7%	Up from 0.0%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	54.5%	Up from 45.7%	47.8%	48.7%
Continuing contract teachers	84.8%	Up from 77.1%	76.7%	81.7%
Highly qualified teachers**	88.5%	N/A	88.4%	90.4%
Teachers with emergency or provisional certificates	0.0%		8.7%	5.3%
Teachers returning from previous year	81.9%	Up from 79.5%	81.8%	85.1%
Teacher attendance rate	94.8%	Down from 95.2%	94.3%	94.8%
Average teacher salary	\$39,330	Down 2.8%	\$39,904	\$40,566
Prof. development days/teacher	11.5 days	Up from 10.5 days	11.4 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.3
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.9 to 1	20.3 to 1	21.3 to 1
Prime instructional time	92.9%	Down from 93.0%	88.6%	89.3%
Dollars spent per pupil*	\$4,994	Up 1.8%	\$6,562	\$5,821
Percent of expenditures for teacher salaries*	63.0%	Up from 62.0%	60.3%	61.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	85.4%	Down from 99.0%	94.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	91.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

In November of 2003, Manning Junior High School received our score on the school report card. For the third consecutive year we received an overall rating of below average and for the first time an improvement rating of unsatisfactory. Prior to the release, we prepared ourselves for this possibility and reiterated the positive changes that have been made.

The students have been placed in teaching teams and they rotate as a group to each of the core subject areas. The teachers are better able to assess the needs of students and coordinate curriculum delivery while using the team concept. The students have been grouped according to assessment data and our special services department is following an inclusion model for servicing the special needs population.

Professional development efforts that began in the summer of 2002 were continued in the summer of 2003 with the faculty meetings in June and July to plan for the upcoming year. The school continued its commitment to the Coastal Rural Systemic Initiative that concentrates on science and math curriculum. The language arts and social studies team members met to overhaul their respective curriculum. Staff Development Fridays are continuing with team and department meetings along with gifted and talented workshops and vertical planning meetings.

We are continuing to refine extra-curricular activities and opportunities for parents and students by offering workshops and meetings for organizations such as the grandparents club, computer night for parents, English for Speakers of Other Languages, as well as the homework center for after-school tutoring needs.

Teachers, parents, students, and the community have accepted the challenge of utilizing effective research based methods and strategies of comprehensive school reform. This commitment, along with changes already implemented, will lead to improving Manning Junior High School's PACT scores, State School Report Card, and other No Child Left Behind initiatives.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	218	99
Percent satisfied with learning environment	79.3%	58.1%	63.6%
Percent satisfied with social and physical environment	86.7%	70.2%	64.3%
Percent satisfied with home-school relations	26.7%	76.7%	57.3%

\*Only students at the highest middle school grade level at this school and their parents were included.